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ABSTRACT

The American Assembly of Collegiate Schools of Business (AACSB), an accrediting agency, may be an overlooked tool for establishing rationale and credibility for globalization of business courses. The 245 member institutions are bound by the agency's accrediting requirements, and many others are influenced by the standards set in those requirements. The organization also offers awards and fellowships to students, professors, and institutions, holds an annual meeting and a number of seminars, has established ongoing programs for the benefit of the profession, and produces a variety of publications including monographs, case studies, and a newsletter. The AACSB presents substantial resources for language educators to use in both justifying and carrying out the internationalization of the language curriculum. (MSE)

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THE AACSB
A VALUABLE TOOL FOR THE LANGUAGE EDUCATOR

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ABSTRACT

All 245 colleges and schools of business accredited by the American Assembly of Collegiate Schools of Business (AACSB) are influenced to globalize or to internationalize their curricula. They have been directed to be able to demonstrate the international aspect in each and every course. This paper will describe the AACSB, will suggest ways in which language educators and others can make use of the AACSB requirements in order to help colleagues in business schools and colleges, and will recommend beginning the internationalization of the business curriculum.

INTRODUCTION

Establishing rationale and credibility are two major steps in justifying the globalization of business courses. One of the most commonly used concepts is the illustration of the tremendous trade imbalance between the USA and Japan. In addition, journal articles which summarize replicable statistical studies support the need for schools and colleges of business to globalize. These are the obvious tools, but for language educators to persuade their business educator counterparts, there is an additional tool which has been overlooked: the AACSB.

Just when one has decided that every acronym ever thought up has already been explained, another comes along. This paper will teach yet another acronym, and even more importantly it will help the language educator by providing information which will be useful to market and sell business educators on the importance of globalizing.

THE AACSB

The AACSB is the acronym for the American Assembly of Collegiate Schools of Business. It is a not-for-profit corporation devoted to promotion and improvement of higher education in business administration and management. It is composed of 830 educational institutions, corporations and other organizations and provides guidelines to educational institutions in: program, resource and faculty planning. It is the only accrediting agency recognized by the US Department of Education and the Council on Postsecondary Accreditation.

In the 1986-7 membership directory of the AACSB, 245 accredited universities and colleges are listed . They are among the most highly respected schools and colleges of business. Clearly those 245 institutions have direct pressure from the AACSB to maintain their accreditation. In addition, many other institutions are influenced by the AACSB requirements (including the 410 nonaccredited members) as they often follow the same or similar standards. Of the members (as of July 1986), 655 are domestic and 65 are international educational institutions.

Member countries include: Australia, Belgium, Brazil, Canada, Colombia, Costa Rica, Federal Republic of Germany, France, Ghana, Italy, Kuwait, Lebanon, Mexico, The Netherlands, Peru, Saudi Arabia, the Republic of South Africa, Spain, Switzerland, Tunisia, United Kingdom (England & Scotland and the United States of America).

Accreditation

The AACSB accreditation standards represent a voluntary effort of schools by a peer review process. Of the 1,200 colleges and universities in the USA which offer undergraduate business degrees, 245 are currently accredited. Of the over 600 master's level progrms, 206 are accredited. Accreditation means that a business school has met minimum standards in: faculty resources and qualifications, student abilities, intellectual climate, admissions policy, degree requirements, library and computer facilities, physical plant and financial resources.

Curriculum standards require that students study in depth:

mathematics, communication, social sciences and humanities, marketing, finance, economics, legal environment, accounting, quantitative methods, management information systems, organizational and behavioral theory, international business and ethics.

Accredited institutions are visited and evaluated periodically by an accrediting committee.

Additional concerns of AACSB

Besides the primary task of accreditation, the AACSB offers awards and fellowships to students, professors and institutions. There is also an annual meeting, held April 12-15 in 1987, and there are seminars and meetings sponsored throughout the year. There are committees and additional activities too, such as the "Program to Increase Minorities in Business".

Publications

In addition, there are helpful publications available from the AACSB. Appendix 1 of this paper lists publications available from the AACSB. Examples include: "New Directions for Business Communication", "Management For the XXI Century", and "Case Studies of Internationalization of the Business School Curriculum".

The case study publication describes strategies followed by several business schools to internationalize the curriculum. Schools include: University of Lowell, SUNY-Buffalo, University of Connecticut, and The Ohio State University. The descriptions along with the conclusion, "Strategies for Internationalizing the Curriculum", would be especially helpful for language educators in planning strategies to help their associated business schools.

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The AACSB also publishes a newsletter, Newsline. The February 1987 issue includes "Toward Internationalization: A commitment, a plan, a faculty initiative" in which information on how to proceed in the process of internationalization is presented. In the same issue is a helpful resource list compiled by the AACSB.

Significance

The information on the AACSB has been presented because it may prove useful to the language educator who wishes to help the business educator to internationalize the curriculum. There is no question in the minds of language educators nor in the minds of most business educators whether globalization is important. It is clearly vital to the survival of business that incoming employees can manage organizations efficiently in this day of increased contact with people of other cultures.

The AACSB presents a strong viewpoint for language educators to have their point heard and acted upon. As the accrediting agency for so many schools and colleges of business, the AACSB carries prestige and influence. If the language educator is familiar with the organization and its function, credibility is enhanced. As in any sound market survey, background analysis is important. A business educator will be positively influenced if the persuasive language educator knows the territory. Part of the territory in this case is the AACSB.

CONCLUSION

According to the AACSB pamphlet on accreditation policies, procedures and standards "There is no intention that any single

approach is required to satisfy the worldwide dimension of the Curriculum Standard, but every student should be exposed to the international dimension through one or more elements of the curriculum." (p.28)

As business educators begin to see the need to bring a more worldwide point of view into their classes, many feel uncomfortable. They often support the idea but have little or no idea how to incorporate this idea of globalization into their existing courses. Just as many language educators have limited knowledge about business, many business educators lack knowledge about different cultures and about how cultural variables influence business.

In many institutions of higher learning, where there is a business curriculum, there is also a foreign language curriculum. This presents an obvious opportunity for language educators and business educators to help each other. If a diplomatic approach is used, there should be little resistance from business educators to the offer of help from educators who have experience and knowledge which can be incorporated into a more internationalized business curriculum. This effort will benefit everyone--most especially the students. In order for this to happen, language educators should become familiar with the AACSB requirements. They should then formulate strategies to help meet the goals of the AACSB and the business areas. Additional help could come from departments of history, political science, and anthropology. But a first step is to become familiar with AACSB requirements plus the business curriculum in one's own institution.